

THE EFFECT SELF-EFFICACY ON *QUARTER-LIFE CRISIS* IN SEMESTER VIII STUDENTS COLLEGE

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Abstract

This study was to determine the effect self-efficacy on quarter-life crises in college students. The respondents were 40 semester VIII students of the Guidance and Counseling Study Program, Pancasakti University of Tegal. Using a quantitative research method with data collection instruments in the form of a psychological scale ($\alpha = 0.312$, $n = 40$). Analysis of the data used using a simple regression test. The findings from the results of this study indicate that there is an effect of self-efficacy on *quarter-life crises* with a significance level of 0.000. The results of the study also note that 4 students are in the low category, 31 are in the medium category and 5 students are in the high category in the self-efficacy variable. Meanwhile, in the *crisis quarter life* there were 6 students in the low category, 27 students in the medium category and 7 students in the high category. The results of this study are expected not only to provide benefits theoretically, but also practically. Practically, this research can provide benefits related to students' involvement in entering the early stages of adulthood as a reference in understanding the life crises they will experience.

Keywords: self-efficacy, quarter-life crisis and students college

1 INTRODUCTION

Someone who enters early adulthood is very vulnerable to depression and behavioral problems. Early adulthood is 18 to 25 years. This problem is caused by changes in lifestyle, education, and an identity crisis that causes psychological pressure. Research on the quarter-century crisis has been carried out in many countries. This crisis phenomenon often appears in society with questions such as when to work, when to get married, when to graduate and others that seem endless.

From an academic point of view, students are subjects who are entering early adulthood. Accompanied by demands to work on a thesis, students must have strong self-confidence. This belief is useful as motivation to be able to go through these problems properly. The higher the self-efficacy or the level of one's belief in one's abilities, the job satisfaction will also increase. This shows that self-confidence is very important to have.

In facing the quarter-century crisis and thesis challenges, there are students who have high or low self-confidence. The level of a person's self-confidence will affect his anxiety. Therefore, it is very important for students to know their self-efficacy. Self-efficacy is a person's self-confidence in his ability to be successful in overcoming problems and completing tasks properly. Confidence serves as an important indicator in a person to do tasks that are full of pressure that have never been done before.

A. *Quarter life crisis*

According to Robbins, the crisis of a quarter of a century is a crisis experienced by individuals with feelings of anxiety, doubt about the future which is synonymous with possibility, self-focus, and instability, which Fisher also added that this occurred at the age of 20 (Fadhilah, 2022). Robbins also added that the aspects included in this crisis include feelings of indecision, feelings of hopelessness, negative self-assessment, being in a difficult and stressful situation, and worrying about things that have not yet happened (Qonita et al, 2022).

According to Hanim (2020) signs that someone who is in a crisis phase of a quarter of a century are stressed, having trouble sleeping, often feeling anxious, easily emotional, frustrated, losing

motivation and delaying completing the final assignment. Preventing the behavior of completing a task is often known as procrastination (Nurhayati & Sesya, 2018). Thus, students who are determined to complete their thesis can solve the signs of a quarter-century crisis. The quarter-century crisis phase can occur due to several factors. Among other things, because of demands from parents and stress with academic problems as well as pressure given to oneself and feelings of being left behind by environmental success.

B. Self Efficacy

Bandura stated that self-efficacy is how individuals have self-confidence in their ability to face various tasks or problems. This belief is personal, internal, spontaneous and universal (Rofiqi, 2019). Bandura also added that students can strengthen their self-confidence with four sources of self-efficacy. Among other things, presenting performance, other people's success, verbal persuasion and psychological feedback (Lianto: 2019). The four sources of self-efficacy can influence students in terms of their assignments, effort, persistence, resilience and academic performance. Therefore, the four sources of self-efficacy are something that must be owned by students at the end of their studies, especially those who are experiencing a quarter-century crisis. High effort and perseverance will increase students' self-confidence in facing challenges in life. Furthermore, Bandura revealed that there are three aspects of self-efficacy namely *level*, *strength* and *generality* (Kurniasari et al, 2018).

In particular, the quarter-century crisis is a condition that is common to every individual. To be able to get through this crisis properly, high self-efficiency is needed. By looking at the relationship between the quarter-century crisis experienced by students and their self-efficacy. So it is important to examine in more depth the relationship between the two variables in students who are preparing their final project. The aim is to prepare students to face this crisis by understanding their self-efficacy so they can do their final assignment as well as possible.

2 METHODOLOGY

This research is a quantitative research. Using a Likert scale as a method of data collection. There is a scale designed using a Likert scale with four alternative answers, namely strongly disagree (STS), disagree (TS), agree (S) and strongly agree (SS). The population of this research is 40 students. By using a sampling technique, the saturated sample is used to take the entire population. In this study, researchers will distribute the research scale to Pancasakti Tegal University students who are currently in their eighth semester with the Guidance and Counseling study program. Data analysis in this study used a simple analytical regression test using the help of IBM statistics 26. Based on table I, it explains *the blueprint* of a psychological scale with two variables in it. With the number of items on the scale totaling 80 items.

Table 1.
Psychology scale blueprint

No.	subvariable	Aspect	preferred	Unfavorable	Amount
1.	Quarter life crisis	Undecided	6,26,46,66	16,36,56,76	8
		Hopeless	7,27,47,67	17,37,57,77	8
		Stressed	8,28,48,68	18,38,58,78	8
		Worried	9,29,49,69	19,39,59,79	8
		Difficult situation	10,30,50,70	20,40,60,80	8
2.	self-efficacy	Level	1,21,41,61	11,31,51,71	8
		Strength	2,22,42,62,3,23,43,63	12,32,52,72,13,33,53,73	16
		Generality	4,24,44,64,5,25,45,65	14,34,54,74,15,35,55,75	16

3 RESULTS

In this section, the researcher analyzes the effect of self-efficacy on the quarter-century crisis. The following data is the result of analysis from a simple regression test as follows:

Table 2
Simple regression test analysis

		ANOVA ^a				
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3439.438	1	3439.438	21.907	.000 ^b
	Residual	5966.162	38	157.004		
	Total	9405.600	39			

a. Dependent Variable: QUARTER LIFE CRISIS

b. Predictors: (Constant), SELF EFFICACY

		Coefficients ^a				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	152.825	17.085		8.945	.000
	SELF EFFICACY	-.844	.180	-.605	-4.680	.000

a. Dependent Variable: QUARTER LIFE CRISIS

The results of the analysis can be seen in table 1, which in general shows that self-efficacy has an influence on *quarter-life crises*. In other words, self-efficacy affects *quarter-life crises* with a significance value of $0.000 < 0.05$. Based on the results of data processing with a t-count value of 8.945 and a t-table value of -4.680. The magnitude of the influence is -0.605. Based on the results of the above data acquisition, it can be concluded that self-efficacy plays an important role in the quarter-century crisis.

Self-efficacy can affect the quarter century crisis level in students. This crisis will increase when students have low self-confidence. Strong self-confidence in one's ability to face various problems leads students to be confident in facing the challenges that exist. Therefore, self-efficacy influences the quarter-century crisis. Because, with strong self-confidence, the challenges and crises experienced will be easier to face and overcome. Students who are in their final semester are in a situation where they will soon turn to prepare themselves for the realities of life. This is what can cause the final state student to experience a quarter-century crisis.

If you look at the results of the descriptive data analysis above, the conclusion is that self-efficacy has an influence on the quarter-century crisis experienced by students. This influence can be seen from the high level of crisis experienced by students. In addition, the effect of high self-confidence on students reduces the level of the quarter-century crisis that students are currently experiencing. Which has an impact on students to be able to easily face challenges to complete the final project. Therefore, self-efficacy is very important to have in every student who is experiencing this crisis.

Descriptive statistical analysis was carried out in this study based on data collection that had been carried out on 40 BK UPS Tegal Study Program students. Next is the result of descriptive analysis of the *crisis quarter-life variable*. The results of the descriptive analysis on the *quarter-life crisis variable* are as follows:

Table 3.
Distribution of variable *quarter-life crisis* frequencies

NO.	class intervals	Frequency	Category	Presentation
1.	45 – 64	6	Low	15%
2.	65 – 84	27	Currently	67.5%
3.	85 – 104	7	Tall	17.5%
Amount		40		100%

a. Low

$$P = \frac{f}{n} \times 100\% = \frac{6}{40} \times 100\% = 15\%$$

b. Currently

$$P = \frac{f}{n} \times 100\% = \frac{27}{40} \times 100\% = 67.5\%$$

c. Tall

$$P = \frac{f}{n} \times 100\% = \frac{7}{40} \times 100\% = 17.5\%$$

Based on the table above, that of the 40 students who have filled out the psychology scale it is known that 6 students are in the low category, 27 students are in the medium category and 7 students are in the high category. A high level of crisis in students indicates that these students are in a crisis of a quarter of a century during the process of doing their final assignment. Differences in the level of crisis that occurs in students can be caused by several other factors. For example, factors of residence, relationships, gender differences and employment status. It is these differences that can lead to different levels of this quarter-century crisis.

Students with a high level of crisis are not matched by high self-efficacy either. Causing students difficulties in facing the various challenges that exist. These solutions can be in the form of delays in the process of preparing the thesis, difficulty in believing in yourself, difficulty in determining the target of the thesis and difficulty in starting to prepare the task in the end. This high crisis arises in students because students have not optimized their self-efficacy. Students do not have a strong belief in themselves to be able to face various challenges.

In addition, the demands experienced by students are one part of the high level of the crisis. Demands from parents, the pressure to see the success of the people around them and the pressure they put on themselves are one of the factors for the height of the quarter-century crisis experienced by students.

In contrast to students with a low level of crisis. They have other factors that support higher self-efficacy. Students who live in places that support their efforts have an impact on students' self-confidence to be able to complete assignments in the end. In contrast to students who do not get support from people around them. Then students who have employment status, will view this crisis as part of life. In contrast to students who do not have a job, where they think about the need for a thesis and other needs which then creates a feeling of being trapped because they don't have a job plan after completing their education. The results of the descriptive statistical analysis of the variable efficacy itself can be seen in the table below:

Table 4.
Frequency distribution of self-efficacy variables

NO.	class intervals	Frequency	Category	Presentation
1.	65 – 83	4	Low	10%
2.	84 – 102	31	Currently	77.5%

3.	103 – 121	5	Tall	12.5%
Amount		40		100%

a. Low

$$P = \frac{f}{n} \times 100\% = \frac{4}{40} \times 100\% = 10\%$$

b. Currently

$$P = \frac{f}{n} \times 100\% = \frac{31}{40} \times 100\% = 77.5\%$$

c. Tall

$$P = \frac{f}{n} \times 100\% = \frac{5}{40} \times 100\% = 12.5\%$$

Based on the frequency distribution table above, it can be seen that of the 40 students who have filled out the psychological scale of the self-efficacy variable. Understanding there are 4 students in the low category, 31 students in the medium category and 5 students in the high category.

Based on the results of the study, there were eight semester students of the Guidance and Counseling Study Program at Pancasakti University of Tegal who had low, medium and high self-efficacy. The low level of student self-efficacy means that these students have low self-confidence. Low self-confidence indicates that the student does not yet believe in the abilities he has. This will affect the crisis experienced by students. Low self-efficacy in students occurs due to the lack of sources of self-efficacy in these students. Therefore, four sources of student self-efficacy are needed at the end of their studies, especially students who are facing a quarter-century crisis. In addition, aspects of student self-efficacy that have not been optimally optimized also have a low level of self-efficacy.

On the contrary, a strong belief in students' self-ability. Will have a positive impact on students in dealing with the problems they are facing. Students are able to face the crisis of a quarter of a century with confidence, because they have strong self-confidence. Therefore, self-efficacy influences the quarter-century crisis. A high level of student self-efficacy will reduce the level of *quarter-life crises* that occur in students. Conversely, a low level of self-efficacy will have an impact on increasing the level of *quarter-life crises* experienced by students.

4 CONCLUSION

The results of this study indicate that *the quarter life crisis* experienced by eighth semester BK study program students at Pancasakti Tegal University is at a moderate stage, namely 67.5%, followed by a high category of 17.5% while in a low category, namely 15%. The results of the study also showed that the eighth semester students of BK Study Program at Tegal Pancasakti University were at a moderate stage of 77.5% followed by a high category of 12.5% while in a low category of 10%. The results also show that self-efficacy influences *quarter life crises*. The results of this study are expected not only to provide benefits theoretically, but also practically. Practically, this research can provide benefits related to students' involvement in entering the early stages of adulthood as a reference in understanding the life crises they will experience. Then, this research can also provide a reference in giving views to parties to be able to further develop this research with different variables and different research subjects.

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